

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

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FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Macedonia Elementary School

District: Barnwell Nineteen

Principal: Teresa G. Reid

Superintendent: Dr. Teresa Pope

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Macedonia Elementary is a rural school located in Blackville, South Carolina, and is the sole elementary to serve students in Barnwell District 19. It houses four-year child development through sixth grades, as well as the Head Start program for the area. Currently, 441 students attend Macedonia Elementary. Of this population, 73 % are African American, 25 % are Caucasian, and 2 % are primarily Hispanic. The poverty index is 92.12 % based upon the most recent data available (2008), reflecting the high percentage of students eligible for free or reduced price meals. A total of 15% of the students participate in special education services, while .01 % receive gifted and talented instruction.

Macedonia Elementary is staffed with 39 certified teachers, with every classroom taught by a certified professional. There are 11 paraprofessionals who assist classroom teachers or administer computer labs. The administrative team includes a full-time first year principal, a full time assistant principal, a curriculum specialist for English/Language Arts, a math curriculum specialist, and a science coach (funded by the Math and Science initiative). Currently, there are no unfilled positions at Macedonia Elementary; there is a full cadre of employees.

To begin the 2008-09 Focused School Renewal process, the School Leadership Team (SLT) and the ERT Liaison analyzed the Spring 2007 PACT data, winter MAP results, Benchmark results for the end of the second nine weeks, and the final documentation compiled as a result of the 2007-08 Focused School Renewal Plan (FSRP). The following PACT data represents the results over the previous three years:

PACT 2005 – 2007

ELA				MATH				SCIENCE				SOCIAL ST.				
Grade 3																
BB		B	P	A	BB		B	P	A	BB		B	P	A		
'05	24.1	50	22.4	3.4	29.3	60.3	6.9	3.4	60.3	34.5	5.2	0	53.4	39.7	6.9	0
'06	30.6	43.5	24.2	1.6	38.7	51.6	8.1	1.6	66.1	29.0	3.2	1.6	45.2	45.2	9.7	0
'07	31.7	46.7	20.0	1.7	56.7	35.0	6.7	1.7	74.2	16.1	9.7	0	37.9	51.7	6.9	3.4

ELA				MATH				SCIENCE				SOCIAL ST.				
Grade 4																
	\BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
'05	49.2	44.3	6.6	0	52.5	39.3	8.2	0	57.4	34.4	6.6	0	32.8	55.7	11.5	0
'06	45.3	35.9	18.8	0	45.3	43.8	7.8	3.1	71.9	14.1	9.4	4.7	46.9	37.5	9.4	6.3
'07	43.9	45.6	10.5	0	57.9	29.8	7.0	5.3	63.2	22.8	8.8	5.3	50.9	38.6	7.0	3.5

	ELA				MATH				SCIENCE				SOCIAL ST.			
Grade 5	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
'05	45.8	49.2	5.1	0	51.5	39.4	6.1	3.0	88.1	10.2	1.7	0	71.2	23.7	5.1	0
'06	43.3	45.0	11.7	0	55.0	35.0	10.0	0	59.0	34.4	6.6	0	45.9	49.2	3.3	1.6
'07	52.7	38.2	9.1	0	49.1	43.6	7.3	0	81.5	11.1	7.4	0	71.4	17.9	3.6	7.1

	ELA				MATH				SCIENCE				SOCIAL ST.			
Grade 6	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
'05	60.9	29.0	8.7	1.4	36.2	46.4	10.1	7.2	65.2	20.3	7.2	7.2	33.3	44.9	14.5	7.2
'06	69.0	22.4	8.6	0	36.8	52.6	10.5	0	72.9	22.0	3.4	1.7	35.6	40.7	20.3	3.4
'07	50.0	44.4	5.6	0	38.9	46.3	14.8	0	50.0	21.4	25.0	3.6	11.5	61.5	15.4	11.5

SUMMARY:

A. PACT findings by sub-groups;

A study of the 2007 results for all students by ethnicity indicates less than a ten point disparity between the performance of whites and African-Americans in every content area except science. The results show no significant disparity between genders in any of the four areas tested.

B. PACT trends over 3 years:

In general, the scores across the board in grades 3 through 6 have not demonstrated significant improvement.

*Grade 3: The number of students scoring BB increased each year in ELA, math, and Social Studies. ELA scores reflected a higher level of minimal competency than the other grade levels.

*Grade 4: No specific pattern to demonstrate improvement. Based on 2007 data, the ELA (with 43.9% BB) is the only content area in which less than half of the students fell in the BB category.

*Grade 5: increasing percentages of students are scoring BB from 2006 to 2007 (ELA: 43.35 to 52.7%; Science: 59% to 81.5%; Social Studies: 45.9% to 71.4%). Math scores decreased from 55% to 49.1% in BB, demonstrating a 6% reduction.

*Grade 6: Significant improvement has occurred over the past three years in ELA, Science, and Social Studies, while Math has remained relatively unchanged. ELA and Science for 2007 reflect 50% of the students scoring BB, 38.95 BB in Math, and Social Studies indicating dramatic improvements with only 11.5% scoring BB.

In conclusion, across all grade levels and subject areas, few students achieve the advanced category. Scores are not evenly distributed across performance categories; a disproportionately large percentage of the students score in Below Basic.

MAP results for the 2007 to 2008 school year are reflected in the following chart:

MAP WINTER 2007 as compared to WINTER 2008 results Mean RIT scores by grade levels

GRADE/ YEAR	3 rd 2007	3 rd 2008	4 th 2007	4 th 2008	5 th 2007	5 th 2008	6 th 2007	6 th 2008
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READING	186.6	186.9	191.0	194.1	200.6	200.8	205.8	203.8
MATH	188.9	191.2	197.8	197	207.5	206.6	213.6	211.5

Results of MAP illustrated improvement when examined for grade level longitudinal growth. In order to impact significant student achievement gains, the growth must be more pronounced at every grade level.

BENCHMARKS (Quarterly tests that accompany the Anderson 5 Curriculum program)

2008 Data (The 2007-08 school year is the first time that Benchmarks have been given each nine weeks period. The results are reported as the number of students who scored 70% or higher in Science and Social Studies at the end of first and second reporting periods.)

Grade level	Science 1 st	/	2nd	Social St. 1 st	/	2nd
3	24 / 59		43 / 59	27 / 51		35 / 56
4	11 / 50		50 / 50	1 / 50		34 / 60
5	4 / 52		43 / 52	2 / 49		25 / 51
6	4 / 60		21 / 57	0 / 61		34 / 57

The Benchmarks results over two test administrations show significant improvement in the number of students scoring at least 70% on the curriculum taught during the instructional time period. Yet, the percent of students meeting the standard on the second administration ranges from approximately 40% to 90%. Additional work must be done to ensure that the instruction and testing items are correlated. Greater emphasis must be placed upon planning, instructional strategies, and utilization of the Anderson 5 Curriculum pacing guides.

Following the analysis of the above student data, the initial steps in the planning process for the 2008-09 FSRP were begun. These steps were:

- ERTL met with teachers from each grade level and special areas (March 4, 2008) to review results of 2007-08 FSRP and receive comments about findings. Individual teachers brought their students' most recent MAP results to compare with projections for anticipated 2008 PACT performance. Each group was asked to provide written input for the administration and School Leadership Team to consider in planning the new FSRP.
- Input was shared by the Principal with the School Leadership Team for use in establishing programmatic needs.
- The Principal met individually with each member of the Technical Assistance Team (TAT composed of the three subject area specialists) to discuss needs identified in each of their content areas.
- The ERTL began meeting with the Principal, TAT members, and the District Liaison to develop a draft of four student achievement goals.
- Drafts were submitted to the SLT and were revised based upon feedback to produce the four student achievement goals, strategies and indicators of implementation.
- Upon completion, members of the SLT will review the final 2008-09 FSRP with the groups whom each represents throughout the school.

The following assumptions and parameters were used to drive the FSRP process:

- Teachers at all tested grade levels must be held accountable for expected student progress.
- Growth must occur in each content area to accomplish significant improvement.
- Classroom delivery must improve through intensive, grade level specific professional development with subsequent follow-up to ensure implementation.
- Focus must be upon all students with targeted assistance to address their individual needs.

- Parental involvement must increase to make the required individual achievement growth necessary for marked improvement in PACT performance.

Based upon these assumptions, the SLT decided that in order to achieve school-wide gains necessary to reach a minimum 2.7 School Gain Index, all tested content areas must be addressed. Student scores have remained depressed over the past three test administrations, indicating the need for systematic, ongoing professional development and programmatic changes.

Student achievement goals were developed for reading/language arts, mathematics, science, and social studies in grades 3, 4, 5, and 6. As a result, the following will occur:

- ❑ Grade level and subject specific professional development will be provided by the subject specialists during the school day at planning periods for six of the months during the 2008-09 school year. Topics will focus upon programmatic weaknesses identified through student performance, teacher observations/performance, and grade level deficiencies.
- ❑ Scheduling changes are planned to provide increased English/Language Arts instructional time in grades 4, 5, and 6.
- ❑ Increased parental involvement will be encouraged throughout the year with subject area workshops that focus upon the curriculum standards and ways that parents can assist their children. Parents will collaborate in goal setting and be kept informed of student progress throughout the year.
- ❑ Incentive program will be developed and implemented to encourage recreational reading and mastery of math computational facts. Strategies such as Accelerated Reader (an independent reading initiative) and STAR BUCKS (a math initiative focused upon problem solving and memorization of math facts appropriate for each grade level) will supplement the regular instructional program. Increased practice in these areas will result in improved skills foundations.
- ❑ Targeted instruction, especially in reading and math, will address individual students' strengths and weaknesses in a smaller, homogeneous setting several times weekly. This will ensure focused instruction where most needed. This differentiation will provide intense remediation where needed along with extension and reinforcement for achievers.
- ❑ Consistent, effective utilization of the Anderson 5 curriculum series will provide a planned foundational program to drive the curriculum standards instruction necessary for students to demonstrate mastery on statewide assessments. Accompanying formative assessments (Benchmarks), administered throughout the year, will be used to monitor instructional effectiveness and student progress. Analysis of the testing results will enable teachers to concentrate on differentiated instruction within the classroom.
- ❑ Documentation of the indicators of implementation will address results in each of the 4 content areas. Actual student gains will be measured against individual goals established by the parent, teacher, and student. Class gains and grade level gains will be analyzed and compared to projected progress stated in the goals. Quarterly meetings will be held between the principal and curriculum specialists and between these instructional leaders and classroom teachers. Each teacher will be required to elaborate upon their students' results, thereby ensuring detailed analysis of findings and development of improvement strategies.

As a result of the intense school-wide efforts outlined in the 2008-09 FSRP, student performance should improve dramatically over the year (March 2008 until March 2009). When terminal data is analyzed for the March 2009 FSRP implementation report, student gains will result in PACT improvement.

The faculty and administration are dedicated to providing a quality educational program for the students at Macedonia Elementary. Education will be their key to success, now and in the future.

Addendum:

Student Achievement Goals 1 and 2: Projections for student achievement were established using longitudinal mean RIT scores by grade level rather than percentage of students. Per Geri Martin and Karen Etheridge, the measurement criteria are acceptable and revision is unnecessary.

Student Achievement Goals 3 and 4: Measures were adjusted by the Review Committee. The question of “ambitious” arose during ERTL training with results being that only the school leadership team should define “ambitious” for the school and achievement results.

The Macedonia School Leadership Team decided to leave the projection as stated in the original Focused School Renewal Plan.

This amended rationale has deleted all references to “SGI” and the Absolute Value Calculator.

Additional strategies were developed and added to meet the request for “additional instructional strategies to fully accomplish the goals”.

School Timeline

July 2008	Writing in Science Staff Development
August 2008	Disaggregation of PACT data Best Practices Staff Development Parent/Teacher/Student Workshop Integration of Technology Professional Development Content Area Staff Development Video Streaming Professional Development RIT Instruction
September 2008	Measures of Academic Progress test administration (Fall) MAP Goal Setting Conferences Disaggregation of MAP/Benchmark data MAP/Des Cartes Training Compass Learning Professional Development Content Area Staff Development RIT Instruction
October 2008	Benchmarks Science Night MAP Goal Setting Conferences MAP/Des Cartes Training Curriculum Workshops Differentiated Instruction Staff Development Integration of Technology Professional Development Content Area Staff Development Quarterly Data Discussions w/Teachers
November 2008	Family Math/Science Night Disaggregation of Benchmark data Subject-Specific Professional Development Content Area Staff Development
December 2008	Family Science Night Content Area Staff Development
January 2009	Benchmarks Disaggregation of Benchmark data Curriculum Workshops Integration of Technology Professional Development

February 2009	Content Area Staff Development Quarterly Data Discussions w/Teachers Measures of Academic Progress test administration (Winter) Disaggregation of MAP data Family Math/Science Night
March 2009	Subject-Specific Professional Development Benchmark Disaggregation of MAP/Benchmark data MAP Goal Setting Conferences Curriculum Workshops Content Area Staff Development Integration of Technology Professional Development Palmetto Achievement (PASS) Writing Test Administration
April 2009	Quarterly Data Discussions w/Teachers Measures of Academic Progress test administration (Spring) Content Area Staff Development
May 2009	PASS Test Administration Content Area Staff Development

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in math at the following projected mean RIT levels as measured by Measures of Academic Progress (MAP):

Grade Level	Mean MAP score February 2008	*Projected Mean Score February 2009	**Proposed gains	Actual Mean Score February 2009	Goal Met (Y/N)
3rd	184.7	193	8.3		
4th	192.8	202	9.2		
5th	197.0	209	12.0		
6th	207.3	218	12.0		

* February, 2008 MAP scores were rolled up to next grade level to provide baseline data for 2008-2009 school year.

** MAP/PACT correlation table was used to project mean student gains.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	Person(s) Responsible <i>(Position/Name)</i>	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide subject-specific professional development once a month to each grade level during planning times with follow-up observations to monitor implementation of strategies.	Dr. Caldwell, Math Instructional Coach; Mrs. Reid, Principal; and math classroom teachers	Sept 2008 Oct 2008 Nov 2008 Jan 2009 Feb 2009 Mar 2009	The <u>math instructional coach</u> will keep a professional development notebook with a copy of agendas and handouts; sign-in sheets; and schedule/log of classroom visits. The <u>math instructional coach</u> will discuss and/or provide written observation notes to teachers as feedback with copies of anecdotal notes maintained in a file.
Conduct a parent/teacher/student workshop to discuss grade level curriculum indicators at the beginning of the school year. Parents will schedule individual conferences with teachers and students to establish MAP goals. Quarterly updates will be set following each MAP administration.	Dr. Caldwell, Math Instructional Coach; Mrs. Reid, Principal; and math classroom	Aug 2008 Oct 2008 Jan 2009 Mar 2009	The parent workshop at the beginning of the school year will be used to provide parents with curriculum information/updates from the SDE. Parents will sign up for conferences to meet individually with teachers to assist their child with establishing performance goals for the year. The <u>math instructional coach</u> will keep copies of the information that is disseminated, agendas and sign-in

	teachers		sheets. <u>Teachers</u> and the <u>math instructional coach</u> will have a MAP data notebook to be updated after each MAP administration.
Teachers will provide differentiated/targeted intervention one time a week for 30 minutes to established flexible instructional groups based on MAP RIT scores and weekly assessment data	Dr. Caldwell, Math Instructional Coach; Mrs. Reid, Principal; and math classroom teachers	Aug 2008 Sept 2008 Oct 2008 Nov 2008 Jan 2009 Feb 2009 Mar 2009 April 2009	The <u>math instructional coach</u> will maintain a notebook with RIT group instructional plans. The <u>math instructional coach</u> will review teachers' lesson plans for inclusion of planned differentiated activities. The <u>math instructional coach</u> will provide feedback to teachers orally or in writing, retaining copies of anecdotal notes in a file.
Expand the STAR BUCKS math incentive program to reward students for achievement/progress in all grades with special emphasis on computation of basic skills and problem-solving practice appropriate to each grade level.	Dr. Caldwell, Math Instructional Coach; Mrs. Reid, Principal; and math classroom teachers	Sept 2008 – April 2009	The <u>math instructional coach</u> will maintain a notebook with copies of the STAR BUCKS activity sheets by grade level, STAR BUCKS total sheets and scheduled monthly STAR BUCKS Store hours.
Plan and conduct Math Family Night(s) to provide opportunities for parents and students to participate in standards-based hands-on math activities	Dr. Caldwell, Math Instructional Coach; Mrs. Reid, Principal; and math classroom teachers	Nov 13, 2008 Feb 19, 2009	Grade level attendance rosters will be maintained which include the date and topic of math night, as well as parents in attendance. The <u>math instructional coach</u> will keep a record of the agenda, all handouts, grade level planned activities, and attendance sheets for documentation.
Maintain a data notebook to chart the progress of each student, identify specific skill deficiencies, and plan for weekly differentiated instructional activities in math classrooms and the math lab.	Dr. Caldwell, Math Instructional Coach, and Mrs. Reid, Principal	Aug 2008 – April 2009	The <u>teachers</u> will maintain a data notebook. Copies of weekly lab activities and lesson plans will be maintained by the <u>classroom teacher</u> and the <u>math instructional coach</u> .

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in reading at the following projected mean RIT levels as measured by Measures of Academic Progress (MAP).

Grade Level	Mean MAP score February 2009	*Projected Mean Score February 2009	**Proposed gains	Actual Mean Score February 2009	Goal Met (Y/N)
3rd	180	186	6		
4th	187.4	194	6.6		
5th	195.0	202	7		
6th	200.8	208*	7.2		

* February, 2008 MAP scores were rolled up to next grade level to provide baseline data for 2008-2009 school year.

** MAP/PACT correlation table was used to project mean student gains.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide differentiated/targeted intervention one time a week for 30 minutes to established flexible instructional groups based on MAP RIT scores and weekly assessment data	Curriculum Specialist Littlejohn and reading classroom teachers	Aug 2008 Sept 2008 Oct 2008 Nov 2008 Jan 2009 Feb 2009 Mar 2009 April 2009	The <u>curriculum specialist</u> will maintain a notebook with RIT group instructional plans. The <u>curriculum specialist</u> will review teachers' lesson plans for inclusion of planned differentiated activities. The <u>curriculum specialist</u> will provide feedback to teachers orally or in writing, retaining copies of anecdotal notes in a file.
Provide subject-specific professional development once a month to each grade level during planning times with follow-up observations to monitor implementation of strategies	Curriculum Specialist Littlejohn and Principal Reid	Sept 2008 Oct 2008 Nov 2008 Jan 2009 Feb 2009 Mar 2009	The <u>curriculum specialist</u> will keep a professional development notebook with a copy of agendas and handouts; sign-in sheets; and schedule/log of classroom visits. The <u>specialist</u> will discuss and/or provide written observation notes to teachers as feedback, retaining copies of feedback in Professional Development Notebook.

Conduct a parent/teacher/student workshop to discuss grade level curriculum indicators at the beginning of the school year. Parents will schedule individual conferences with teachers and students to establish MAP goals. Quarterly updates will be set following each MAP administration. Parent Reading Night- Expose parents to ELA Curriculum and standards, and AR points. Parents will also receive information to use at home to promote student achievement.	Curriculum Specialist Littlejohn Principal Reid	Aug 2008 Oct 2008 Jan 2009 Mar 2009	The parent workshop at the beginning of the school year will be used to provide parents with curriculum information/updates from the SDE. Parents will sign up for conferences to meet individually with teachers to assist their child with establishing performance goals for the year. The <u>curriculum specialist</u> will keep copies of the information that is disseminated, agendas and sign-in sheets. <u>Teachers</u> and <u>the specialist</u> will have a MAP data notebook to be updated after each MAP administration.
The Accelerated Reading Program will be used as a school-wide reading initiative. Teachers, media specialist, and curriculum specialist will develop AR goals appropriate for each grade level, implement the AR program, and monitor results to demonstrate increased student reading.	Principal Reid, Curriculum Specialist Littlejohn, Media Specialist Howell, and classroom teachers	Sept 2008	The <u>media specialist</u> will maintain a notebook of goal sheets, printouts of student progress, and monthly summaries by class. The <u>media specialist</u> and the <u>curriculum specialist</u> will display charts/graphs throughout the building to confirm results and encourage greater participation.
Through collaborative grade level planning, teachers will address quarterly ELA standards using a variety of effective instructional strategies that implement skills from monthly professional development workshops presented by the curriculum specialist.	Curriculum Specialist Littlejohn and reading classroom teachers	Sept 2008	The <u>curriculum specialist</u> will maintain a checklist to document strategies used in each teacher's instruction following each professional development workshop. <u>Grade level teachers</u> will include specialist in quarterly planning/development meetings. Minutes will be taken and maintained by the <u>curriculum specialist</u> . The <u>specialist</u> will monitor pacing through weekly lesson plans as documented by a weekly checklist with copies of written feedback retained in a file.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in science at the followed projected levels as measured by quarterly Benchmark testing goals:

Grade Level	*End of 1 st nine wks projected score	**End of 1 st nine wks actual score	Goal Met Y/N	*End of 2 nd nine wks projected score	**End of 2 nd nine wks actual score	Goal Met Y/N	*End of 3 rd nine wks projected score	***End of 3 rd nine wks actual score	Goal Met Y/N
3rd	50%			60%			75%		
4th	50%			60%			75%		
5th	50%			60%			75%		
6th	50%			60%			75%		

*Percent of students projected to score mastery level (70% or higher) on quarterly benchmarks.

**Actual percent of students scoring mastery at end of each nine weeks.

***Data to be used for April 1, 2009 measure of progress for Goal 3.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Teachers in grades 3-6 will schedule and implement inquiry-based lessons one week per month in the science lab to teach lessons.	Science Coach Snider; Principal Reid; Science Lab Facilitator Youmans; and science classroom teachers	Aug 25, 2008	<p>The <u>science coach</u> will conduct observations of teachers using inquiry science, co-teach lessons with teachers, and conduct demonstration lessons in the lab. A checklist will be maintained by <u>science coach</u> indicating teacher's name, observation, co-teaching, and demonstration lesson dates in the lab, and written or verbal feedback will be given to the teachers on strengths and concerns.</p> <p>The <u>science lab facilitator</u> will set up labs, monitor classes, and assist teachers during scheduled lab visits. The <u>lab facilitator</u> will keep a log of teacher usage of science lab and review it with the <u>science coach</u> once a semester.</p>

Provide subject-specific professional development once a month to teachers in grades 3-6 during planning times with follow-up observations to monitor implementation of strategies. Lesson plans will indicate use of Anderson 5 curriculum, science kit usage, and professional development.	Science Coach Snider; Principal Reid; Science Lab Facilitator Youmans; and science classroom teachers	Sept 2008, Oct 2008, Nov 2008, Jan 2009, Feb 2009, and March 2009	<p>The <u>science coach</u> will develop a checklist including professional development topics with teacher names, dates to indicate attendance, and follow-up observation dates. Written feedback will be provided to teachers in the form of anecdotal notes listing strengths and weakness of observed lesson and lesson plans; copies of feedback will be retained in a file.</p> <p>The <u>science coach</u> will review documentation quarterly with the principal to ensure and maintain curriculum and professional development.</p>
Teachers will conduct goal setting conferences with students after each benchmark administration.	Science Coach Snider; Principal Reid; Science Lab Facilitator Youmans; and science classroom teachers	Oct 20, 2008 Jan 12, 2009 March 16, 2009	Grade level spreadsheets will be maintained by the <u>science coach</u> and include dates, results, and goals per quarter.
Science nights will be held twice during the year. The first will be content inquiry nights where parents and students will be able to conduct grade level specific investigations. The second will be a science fair night where parents will get information about science fair projects.	Science Coach Snider; Principal Reid; Science Lab Facilitator Youmans; and science classroom teachers	Oct 16, 2008 Dec 11, 2008	Grade level attendance rosters will be maintained by the <u>science coach</u> , which include the date and topic of science night, as well as parents in attendance.
Teachers will address quarterly science standards using a variety of effective instructional strategies that implement skills from monthly professional development workshops presented by the science coach (e.g. Notebooking in Science, Reading in the Content Area, as well as Formative and Summative Assessment)	Science Coach Snider and science classroom teachers	Aug 2008 – April 2009	<p>The <u>science coach</u> will maintain a checklist to document strategies used in each teacher's instruction following professional development workshops.</p> <p>The <u>science coach</u> will maintain documentation of monthly professional development workshops (dates, agenda/topics/strategies, and signatures of teachers in attendance.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 4:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in social studies at the following projected levels as measured by Benchmark testing goals:

Grade Level	*End of 1 st nine wks projected score	**End of 1 st nine wks actual score	Goal Met Y/N	*End of 2 nd nine wks projected score	**End of 2 nd nine wks actual score	Goal Met Y/N	*End of 3 rd nine wks projected score	***End of 3 rd nine wks actual score	Goal Met Y/N
3rd	50%			60%			75%		
4th	50%			60%			75%		
5th	50%			60%			75%		
6th	50%			60%			75%		

*Percent of students projected to score mastery level (70% or higher) on quarterly benchmarks.

**Actual percent of student scoring mastery at end of each nine weeks.

***Data to be used for April 1, 2009 measure of progress for Goal 4.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Conduct a parent/teacher/student workshop to discuss grade level curriculum indicators at the beginning of the school year. Parents will schedule individual conferences with teachers and students to establish MAP goals. Quarterly updates will be set following each MAP administration. Conduct a parent social studies night.	Curriculum Specialist Littlejohn and Principal Reid	Aug 2008 Oct 2008 Jan 2009 Mar 2009	The parent workshop at the beginning of the school year will be used to provide parents with curriculum information/updates from the SDE. Parents will sign up for conferences to meet individually with teachers to assist their child with establishing performance goals for the year. The <u>curriculum specialist</u> will keep copies of the information that is disseminated, agendas and sign-in sheets. <u>Teachers</u> and <u>the specialist</u> will have a MAP data notebook to be updated after each MAP administration.

Provide subject-specific professional development once a month to each grade level during planning times with follow-up observations to monitor for implementation of strategies.	Curriculum Specialist Littlejohn and Principal Reid	Sept 2008 Oct 2008 Nov 2008 Jan 2009 Feb 2009 Mar 2009	The <u>curriculum specialist</u> will keep a professional development notebook with a copy of agendas and handouts; sign-in sheets; and schedule/log of classroom visits. The <u>specialist</u> will discuss and/or provide written observation notes to teachers as feedback, retaining copies of anecdotal notes in a file.
Provide professional development on integration of technology into social studies curriculum, with follow-up observations of implementation at classroom level.	Curriculum Specialist Littlejohn; Principal Reid; Technology Coach Holiday; and Media Specialist Howell	Aug 2008 Oct 2008 Jan 2009 Mar 2009	<p>The professional development will be documented with a checklist indicating date of PD and observation in class. Weekly lesson plans will be monitored by the <u>curriculum specialist</u> for inclusion of technology. Written feedback will be provided if plans are inadequate with copies retained in file. The <u>curriculum specialist</u> and <u>principal</u> will have each teacher sign up for observation once per semester to demonstrate integration. A checklist of observations and written feedback w/ copies of observation feedback retained by the <u>curriculum specialist</u>.</p> <p>The <u>media specialist</u> will work with classroom teachers to develop a file of United Streaming video available and coordinated w/ Anderson 5 curriculum. Updated lists will be submitted to CS quarterly for documentation file.</p>
Integrate the use of historical fiction novels with social studies content.	Curriculum Facilitator Montjoy; Curriculum Specialist Littlejohn; Principal Reid; and social studies classroom teachers	Sept 2008	The fictional novels will be coordinated with social studies content. <u>Teachers</u> will note, in lesson plans, novels used and academic indicators/standards addressed in the novel study. The <u>curriculum facilitator</u> will assist teachers in securing appropriate novels. The <u>curriculum specialist</u> and the <u>principal</u> will check lesson plans and complete classroom observations to ensure implementation, maintaining a checklist of lesson plan audits (date/time).
Teachers will address quarterly social studies standards using a variety of effective instructional strategies that implement skills from monthly professional development workshops presented by the curriculum specialist.	Curriculum Specialist Littlejohn; Principal Reid; and social studies classroom teachers	Sept 2008	The <u>curriculum specialist</u> will maintain a checklist to document strategies used in each teacher's instruction following professional development workshops. The <u>principal</u> will observe strategies during walk-through observations.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, the principal will ensure professional development and follow-up implementation of effective teaching strategies in grades 3-6 for all four content areas as specified in the student achievement goals.

Focused Student Achievement Goal 1:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in math at the following projected mean RIT levels as measured by Measures of Academic Progress (MAP):

Grade Level	Mean MAP score February 2008	* Projected Mean Score February 2009	**Proposed gains	Actual Mean Score February 2009	Goal Met (Y/N)
3rd	184.7	193	8.3		
4th	192.8	202	9.2		
5th	197.0	209	12.0		
6th	207.3	218	12.0		

* February, 2008 MAP scores were rolled up to next grade level to provide baseline data for 2008-2009 school year.

** MAP/PACT correlation table was used to project mean student gains.

Focused Student Achievement Goal 2:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in reading at the following projected mean RIT levels as measured by Measures of Academic Progress (MAP).

Grade Level	Mean MAP score February 2008	*Projected Mean Score February 2009	**Proposed gains	Actual Mean Score February 2009	Goal Met (Y/N)
3rd	180	186	6		
4th	187.4	194	6.6		
5th	195.0	202	7		
6th	200.8	208*	7.2		

* February, 2008 MAP scores were rolled up to next grade level to provide baseline data for 2008-2009 school year.

** MAP/PACT correlation table was used to project mean student gains.

Focused Student Achievement Goal 3:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in science at the followed projected levels as measured by quarterly Benchmark testing goals:

Grade Level	*End of 1 st nine wks projected score	**End of 1 st nine wks actual score	Goal Met Y/N	*End of 2 nd nine wks projected score	**End of 2 nd nine wks actual score	Goal Met Y/N	*End of 3 rd nine wks projected score	***End of 3 rd nine wks actual score	Goal Met Y/N
3rd	50%			60%			75%		
4th	50%			60%			75%		
5th	50%			60%			75%		
6th	50%			60%			75%		

*Percent of students projected to score mastery level (70% or higher) on quarterly benchmarks.

**Actual percent of students scoring mastery at end of each nine weeks.

***Data to be used for April 1, 2009 measure of progress for Goal 3.

Focused Student Achievement Goal 4:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in social studies at the following projected levels as measured by Benchmark testing goals:

Grade Level	*End of 1 st nine wks projected score	**End of 1 st nine wks actual score	Goal Met Y/N	*End of 2 nd nine wks projected score	**End of 2 nd nine wks actual score	Goal Met Y/N	*End of 3 rd nine wks projected score	***End of 3 rd nine wks actual score	Goal Met Y/N
3rd	50%			60%			75%		
4th	50%			60%			75%		
5th	50%			60%			75%		
6th	50%			60%			75%		

*Percent of students projected to score mastery level (70% or higher) on quarterly benchmarks.

**Actual percent of student scoring mastery at end of each nine weeks.

***Data to be used for April 1, 2009 measure of progress for Goal 4.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Meet with the Technical Assistance Team every nine weeks to review planned professional development topics and schedule sessions for ELA, social studies, science, and math.	Principal Reid; Assistant Principal Smalls; and Curriculum Specialist Littlejohn	Aug 12, 2008	The <u>principal</u> will document team meetings using a checklist, which includes attendees, dates, and topics; keep a checklist detailing the professional development topics planned for by the specialists with dates and the number of teachers in attendance; and a master calendar to include content area specific professional development activities
Meet at the end of each nine weeks with the specialist to review their specific documentation of professional development topics and dates, as well as follow-up observations of implementation.		Oct 20, 2008 – May 2009	Hold quarterly meetings with each specialist to discuss the above documents, findings, and recommendations for improvements. Dates of conferences and minutes will serve as documentation to be maintained in a professional development notebook by the <u>principal</u> .
Analyze 2007/08 data and work collaboratively with the Technical Assistance Team to develop monthly professional development topics in each content area, which is differentiated by grade level.		Aug 20, 2008 - May 2009	Develop checklist of data to include grade level, content area, and concepts not mastered. Highlight areas of weaknesses and identify possible professional development topics with a focus on one topic per month. The documentation will be maintained by the <u>principal</u> .
Collaborate with the district curriculum facilitator to develop district-wide professional development opportunities (i.e. MAP/PACT Data Analysis, Technology Integration, etc.)		Aug 20, 2008	Use the Needs' Assessment information to create a plan for district wide professional development. Provide a checklist of topics planned per month and fill in dates as the sessions are held. An attendance roster and agenda per session will be maintained by the <u>principal</u> .
The principal will monitor for implementation of effective teaching strategies based upon monthly professional development.		Aug 20, 2008	The <u>principal</u> will maintain a checklist of walk-through observations, including topics, and dates. Immediate feedback will be provided to teachers with copies retained by the <u>principal</u> in a file.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

During the 2008/09 academic year, monitor weekly RIT-band group instruction in grades 3-6 to ensure targeted instruction to facilitate accomplishment of subject area student achievement goals.

Focused Student Achievement Goal 1:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in math at the following projected mean RIT levels as measured by Measures of Academic Progress (MAP):

Grade Level	* Mean MAP score February 2008	** Projected Mean Score February 2009	Proposed gains	Actual Mean Score February 2009	Goal Met (Y/N)
3rd	184.7	193	8.3		
4th	192.8	202	9.2		
5th	197.0	209	12.0		
6th	207.3	218	12.0		

* February, 2008 MAP scores were rolled up to next grade level to provide baseline data for 2008-2009 school year.

** MAP/PACT correlation table was used to project mean student gains.

Focused Student Achievement Goal 2:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in reading at the following projected mean RIT levels as measured by Measures of Academic Progress (MAP).

Grade Level	Mean MAP score February 2008	*Projected Mean Score February 2009	Proposed gains	Actual Mean Score February 2009	Goal Met (Y/N)
3rd	180	186	6		
4th	187.4	194	6.6		
5th	195.0	202	7		
6th	200.8	208*	7.2		

* February, 2008 MAP scores were rolled up to next grade level to provide baseline data for 2008-2009 school year.

** MAP/PACT correlation table was used to project mean student gains.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Each subject area curriculum specialist will maintain, review, and submit checklists of documentation related to MAP or RIT instruction during quarterly conferences with the principal.	Principal Reid; classroom teachers; Curriculum Specialist Littlejohn; Science Coach Snider; and Math Instructional Coach Caldwell	Aug 2008 – May 2009	The <u>principal</u> will maintain lists of meetings with the specialists, which includes meeting dates, specialist met with, and documentation reviewed.
Following each MAP administration, monitor RIT groups and make adjustments based on results.		Sept 2008 – May 2009	Following each administration of MAP, the <u>curriculum specialist</u> and the <u>math instructional coach</u> will compile a list of newly formed RIT groups based on the results. Quarterly RIT band group rosters will be filed in a notebook by the <u>principal</u> .
The principal will maintain a master file of RIT lessons developed by curriculum specialists. A master schedule of RIT band instruction will be developed and monitored for implementation.		Sept 2008 – May 2009	The <u>curriculum specialists</u> and the <u>math instructional coach</u> will maintain copies of RIT band lessons and provide the <u>principal</u> with a list of weekly lesson topics.
The principal will analyze MAP results by grade levels and classroom groups to determine quarterly progress towards meeting projected goals.		Sept 2008 – May 2009	<u>Classroom teachers</u> will develop grade level checklists which include student names and projected goals, as well as quarterly MAP results. The data will also include documentation of point gains.
The principal will monitor lesson plans each month for implementation of varied effective instructional strategies that implement skills from monthly professional development workshops presented by the curriculum specialist, math instructional coach, and the science coach.		Sept 2008 – May 2009	The <u>curriculum specialist</u> , <u>math instructional coach</u> , and <u>the science coach</u> will maintain a checklist to document strategies used in each teacher's instruction following professional development workshops. The <u>principal</u> will observe strategies during walk-through observations.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 3:

In order to maximize collaboration between the home and school, by April 1, 2009, the principal will develop and implement programs to achieve a 20% increase in parental involvement comparing data from 2007-08 to 2008-09.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Compile results of parent participation in workshops and parent/teacher conferences during 2007-08 and establish baseline data.	Curriculum Specialist Littlejohn; PTSO Board; classroom teachers; and Principal Reid	Aug 2008 - ongoing	The <u>principal</u> will maintain a parent involvement notebook with attendance rosters to include session topics.
Develop plan and calendar of opportunities throughout the year (e.g. Back to School Night, subject area workshops, conferences to develop MAP reading/math goals, etc.).		Aug 2008 - ongoing	The <u>principal</u> will develop a year-long parenting plan with opportunities for parental involvement posted at the school and filed in the parent involvement file.
Designate incentives (food, door prizes, etc.) to encourage increased parent participation with accompanying student rewards (e.g. homework passes, ice cream cards, free books).		Aug 2008 - ongoing	The <u>principal</u> will provide incentives for parents and students will be listed in chart form and include dates, incentives, and the number of incentives provided.
Create monthly newsletters with feature articles regarding parent involvement, how parents can help students, PTSO information, etc.		Aug 2008 - ongoing	The <u>principal</u> will file monthly newsletters in the parent involvement notebook. The <u>principal</u> will document featured articles in chart form and include the topic, month, and date sent home to parents.
A systematic home-school communication folder will be utilized weekly to ensure parent knowledge of student progress and opportunities for parent/school collaboration.		Aug 2008 - ongoing	The <u>principal</u> will monitor implementation with walk-through checklist throughout the year.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

By April 1, 2009, district level personnel will assist in the accomplishment of school level student achievement goals in grades 3-6 in the four content areas by providing a minimum of four relevant professional development activities resulting in improved teaching methodology and, therefore, improved student achievement. Results will be measured by accomplishment of the following student achievement goals:

Focused Student Achievement Goal 1:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in math at the following projected mean RIT levels as measured by Measures of Academic Progress (MAP):

Grade Level	* Mean MAP score February 2008	** Projected Mean Score February 2009	Proposed gains	Actual Mean Score February 2009	Goal Met (Y/N)
3rd	184.7	193	8.3		
4th	192.8	202	9.2		
5th	197.0	209	12.0		
6th	207.3	218	12.0		

* February, 2008 MAP scores were rolled up to next grade level to provide baseline data for 2008-2009 school year.

** MAP/PACT correlation table was used to project mean student gains.

Focused Student Achievement Goal 2:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in reading at the following projected mean RIT levels as measured by Measures of Academic Progress (MAP).

Grade Level	Mean MAP score February 2008	*Projected Mean Score February 2009	Proposed gains	Actual Mean Score February 2009	Goal Met (Y/N)
3rd	180	186	6		
4th	187.4	194	6.6		
5th	195.0	202	7		
6th	200.8	208*	7.2		

* February, 2008 MAP scores were rolled up to next grade level to provide baseline data for 2008-2009 school year.

** MAP/PACT correlation table was used to project mean student gains.

Focused Student Achievement Goal 3:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in science at the followed projected levels as measured by quarterly Benchmark testing goals:

Grade Level	*End of 1 st nine wks projected score	**End of 1 st nine wks actual score	*Goal Met Y/N	***End of 2 nd nine wks projected score	***End of 2 nd nine wks actual score	***Goal Met Y/N	*End of 3 rd nine wks projected score	*End of 3 rd nine wks actual score	*Goal Met Y/N
3rd	50%			60%			75%		
4th	50%			60%			75%		
5th	50%			60%			75%		
6th	50%			60%			75%		

*Percent of students projected to score mastery level (70% or higher) on quarterly benchmarks.

**Actual percent of students scoring mastery at end of each nine weeks.

***Data to be used for April 1, 2009 measure of progress for Goal 3.

Focused Student Achievement Goal 4:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in social studies at the following projected levels as measured by Benchmark testing goals:

Grade Level	*End of 1 st nine wks projected score	**End of 1 st nine wks actual score	*Goal Met Y/N	***End of 2 nd nine wks projected score	***End of 2 nd nine wks actual score	***Goal Met Y/N	*End of 3 rd nine wks projected score	*End of 3 rd nine wks actual score	*Goal Met Y/N
3rd	50%			60%			75%		
4th	50%			60%			75%		
5th	50%			60%			75%		
6th	50%			60%			75%		

*Percent of students projected to score mastery level (70% or higher) on quarterly benchmarks.

**Actual percent of student scoring mastery at end of each nine weeks.

***Data to be used for April 1, 2009 measure of progress for Goal 4.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development in effective use of Promethean Boards.	Technology Director Wood; Professional Development Trainers; Superintendent Pope; and Principal Reid	Aug 2008 - ongoing	<p>The <u>technology director</u> will contact and schedule Promethean Board training for teachers prior to the start of school 08-09.</p> <p><u>Trainers</u> will conduct in-service training.</p> <p>The <u>principal</u> will maintain attendance rosters to include topic, date, and signatures of those in attendance as well as the agenda for the training.</p> <p>The <u>principal</u> will document use of Promethean Boards teachers' lesson plans and through walk through observations.</p>
Provide professional development in the use of Video Streaming (United Streaming).	Technology Director Wood; Professional Development Trainers; Superintendent Pope; and Principal Reid	Aug 2008 - ongoing	<p>The <u>technology director</u> will contact and schedule United Streaming training for teachers prior to the start of school 08-09.</p> <p><u>Trainers</u> will conduct professional development activities.</p> <p>The <u>principal</u> will maintain attendance rosters to include topic, date, and signatures of those in attendance as well as the agenda for the training.</p> <p><u>Teachers</u> will document use of United Streaming in lesson plans.</p> <p>The <u>principal</u> will document use of Promethean Boards teachers' lesson plans and through walk through observations.</p>
Provide professional development in the implementation and use of Compass Learning.	Technology Director Wood; Professional Development Trainers; lab manager; Superintendent Pope; and	Aug 2008	<p>The <u>technology director</u> will contact and schedule Compass Learning training for teachers.</p> <p><u>Trainers</u> will conduct in-service training.</p> <p>The <u>principal</u> will maintain attendance rosters to include topic, date, and signatures of those in attendance as well as the agenda for the training. The class schedule for the</p>

	Principal Reid		lab will be retained in a file by the <u>principal</u> .
Provide professional development in accessing MAP data (reports/projection); effective use of MAP data to guide instruction; use of Des Cartes continuum to provide targeted assistance.	District Curriculum Facilitator Montjoy; District ERT Administrator Shealy; Superintendent Pope; Technical Assistance Team; and Principal Reid	Sept/Oct 2008 – May 2009	<p><u>District Curriculum Facilitator</u> will conduct in-service training with classroom teachers. This will give teachers the information needed to analyze MAP data, address identified student needs in planning lessons, and conference with students and parents.</p> <p>The <u>principal</u>, along with the <u>curriculum specialist</u>, <u>science coach</u>, and <u>math instructional coach</u> will monitor implementation of strategies through lesson plan checks, monitoring of teacher data books, and observation of targeted instruction. The <u>district ERT administrator</u> will review documentation quarterly and retain record of feedback to the <u>principal</u>.</p>
Gather and disseminate information to school on relevant workshops and professional development opportunities throughout the 08/09 academic year.	District Curriculum Facilitator Montjoy; Title I Director; District ERT Administrator Shealy; Superintendent Pope; and Principal Reid	Aug 2008 – May 2009	<p><u>District Curriculum Facilitator</u>, <u>Title I Director</u>, the <u>principal</u>, and the <u>superintendent</u> will share information on relevant workshops and professional development opportunities through forwarding e-mails, flyers, and workshop/professional development opportunities to principals, specialists, and coaches.</p> <p><u>Principal</u> will keep a folder of information received. The <u>district ERT administrator</u> will keep an ongoing folder of information sent.</p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

By April 1, 2009, district level personnel will facilitate the accomplishment of school level student achievement goals for grades 3-6 in the four content areas by providing at least four activities that address relevant resources, coordination/collaboration, and monitoring resulting in improved instruction, access to meaningful resources, and improved student achievement as measured in the following ways:

Focused Student Achievement Goal 1:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in math at the following projected mean RIT levels as measured by Measures of Academic Progress (MAP):

Grade Level	* Mean MAP score February 2008	** Projected Mean Score February 2009	Proposed gains	Actual Mean Score February 2009	Goal Met (Y/N)
3rd	184.7	193	8.3		
4th	192.8	202	9.2		
5th	197.0	209	12.0		
6th	207.3	218	12.0		

* February, 2008 MAP scores were rolled up to next grade level to provide baseline data for 2008-2009 school year.

** MAP/PACT correlation table was used to project mean student gains.

Focused Student Achievement Goal 2:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in reading at the following projected mean RIT levels as measured by Measures of Academic Progress (MAP).

Grade Level	Mean MAP score February 2008	*Projected Mean Score February 2009	Proposed gains	Actual Mean Score February 2009	Goal Met (Y/N)
3rd	180	186	6		
4th	187.4	194	6.6		
5th	195.0	202	7		
6th	200.8	208*	7.2		

* February, 2008 MAP scores were rolled up to next grade level to provide baseline data for 2008-2009 school year.

** MAP/PACT correlation table was used to project mean student gains.

Focused Student Achievement Goal 3:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in science at the followed projected levels as measured by quarterly Benchmark testing goals:

Grade Level	*End of 1 st nine wks projected score	**End of 1 st nine wks actual score	Goal Met Y/N	*End of 2 nd nine wks projected score	End of 2 nd nine wks actual score	*** Goal Met Y/N	*End of 3 rd nine wks projected score	***End of 3 rd nine wks actual score	Goal Met Y/N
3rd	50%			60%			75%		
4th	50%			60%			75%		
5th	50%			60%			75%		
6th	50%			60%			75%		

*Percent of students projected to score mastery level (70% or higher) on quarterly benchmarks.

**Actual percent of students scoring mastery at end of each nine weeks.

***Data to be used for April 1, 2009 measure of progress for Goal 3.

Focused Student Achievement Goal 4:

By April 1, 2009, students in grades 3-6 will demonstrate increased achievement in social studies at the following projected levels as measured by Benchmark testing goals:

Grade Level	*End of 1 st nine wks projected score	**End of 1 st nine wks actual score	Goal Met Y/N	*End of 2 nd nine wks projected score	**End of 2 nd nine wks actual score	Goal Met Y/N	*End of 3 rd nine wks projected score	***End of 3 rd nine wks actual score	Goal Met Y/N
3rd	50%			60%			75%		
4th	50%			60%			75%		
5th	50%			60%			75%		
6th	50%			60%			75%		

*Percent of students projected to score mastery level (70% or higher) on quarterly benchmarks.

**Actual percent of student scoring mastery at end of each nine weeks.

***Data to be used for April 1, 2009 measure of progress for Goal 4.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Assist in monitoring pacing of instruction as outlined by the Anderson 5 curriculum guides.	District Curriculum Facilitator Montjoy; Superintendent Pope; and District ERT Administrator Shealy	Sept 2008 – May 2009	<u>District curriculum facilitator</u> and <u>district ERT administrator</u> will monitor the pacing of the curriculum through a minimum of 18 walkthrough observations per semester to be documented by walkthrough observation forms and schedule of observations and collaborative feedback. This will ensure all standards are covered in a timely manner.
Purchase the updated version of Compass Learning and ensure appropriate implementation.	District Curriculum Facilitator Montjoy; Title I Director/Technical Assistance Coordinator Corder; Lab Manager Grayson; Superintendent Pope; and District ERT Administrator Shealy	Sept 2008 – May 2009	<p><u>Title I Director/Technical Assistance Coordinator</u> will ensure the purchase/contract of the updated version of Compass Learning to support MAP utilization by September of 2008. The online version of Compass Learning will allow students to work on prescriptive skill weaknesses and enhance strengths. Evidence will be the accessibility and use of Compass Learning online as indicated by computer lab schedule.</p> <p>The <u>lab manager</u> will provide monthly performance reports of students by class.</p> <p>At the end of each quarter, the <u>district ERT administrator</u> will review all school-level documentation to ensure implementation and monitor effectiveness.</p>
Collaborate/coordinate with Technical Assistance and Leadership teams.	District Curriculum Facilitator Montjoy; Superintendent Pope; Principal Reid; Technical Assistance Team; and District ERT Administrator Shealy	Sept 2008 – May 2009	<p>The <u>superintendent</u> and/or <u>district ERT administrator</u> will attend regularly scheduled Leadership Team meetings in order to stay abreast of happenings and concerns of the school by the <u>principal</u>.</p> <p>The <u>superintendent</u> and/or <u>district curriculum facilitator</u> will sign in for these meetings and these sign-sheets and the agendas/minutes for leadership meetings will be maintained at the school.</p> <p>The <u>district curriculum facilitator</u> will meet monthly with the <u>technical assistance team</u> in order to review implementation of student achievement strategies in the</p>

			FSRP. The <u>district curriculum facilitator</u> will maintain minutes and sign-in sheets for the Technical Assistance Team meetings at the district office with copies at the school.
Coordinate and support MAP implementation.	Technology Director Wood; District Curriculum Facilitator Montjoy; Superintendent Pope; Principal Reid; and District ERT Administrator Shealy	Aug 2008 – May 2009	<p>The <u>district curriculum facilitator</u> will designate window, groups, rosters, and conditions for MAP upload as soon as information is in SASI in August 2008, and again in January of 2009.</p> <p>The <u>technology director</u> will upload information to NWEA immediately after District Curriculum Facilitator identifies the SASI information to be uploaded.</p> <p>The <u>technology director</u> will archive old test information and import tests, teacher information and rosters as soon as NWEA notifies the district that these are ready.</p> <p>The <u>technology director</u> and/or <u>district curriculum facilitator</u> will enter any new students into the NWEA system prior to the first day of testing.</p> <p>The <u>district curriculum facilitator</u> will notify schools when everything is ready.</p> <p>The <u>district curriculum facilitator</u> will monitor for maximum implementation of MAP testing by quarterly review of all students tested. Documentation will include a checklist to compare roster of students tested versus students enrolled.</p>
Coordinate receipt, review, and distribution of benchmark assessments for the district's adopted curriculum in all four content areas.	District Curriculum Facilitator Montjoy	Aug 2008 – May 2009	<p>The <u>district curriculum facilitator</u> will act as liaison with Anderson 5 and will therefore receive and distribute the updated curriculum.</p> <p>The <u>district curriculum facilitator</u> will get the existing Benchmark Assessments to the school for review, update, additions, and alignment.</p> <p>The <u>district curriculum facilitator</u> will make needed changes in the benchmark assessments and return them to the school for copying and administering.</p>

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Anderson Five Approved Curriculum – Barnwell School District 19’s adopted curriculum for kindergarten through grade six. The Approved Curriculum is a sourcebook for instruction that was developed by Anderson School District Five’s district educators. The Approved Curriculum includes activities, resources, unit plans, web sites, and sample test items aligned with South Carolina Standards in English/Language Arts, Mathematics, Science, and Social Studies.

Benchmark- Formative assessment that is given to first through six grade students at the end of the first three nine week period. The benchmark tests are given to measure the progress of student in math, ELA, science, and social studies.

Differentiated Instruction- The process of consistently and proactively creating different pathways to help all students be successful. It opens up more options for more students so that everyone has a chance to be successful.

External Review Team Liaison (ERTL) – An ERTL provides ongoing support and collaboration with the district and school throughout the revised External Review Process.

Focused School Renewal Plan (FSRP) – A plan that is designed by the school focused on improving student achievement.

Measures of Academic Progress (MAP) – A state standard-aligned, computerized adaptive assessment

Palmetto Achievement Challenge Test (PACT) - The Palmetto Achievement Challenge Tests (PACT) is a standards-based accountability measurement of student achievement in four core academic areas - English language arts (ELA), mathematics, science, and social studies.

RIT Band – A 10-point band to identify instructional needs across the school and all grades based on MAP data.

School Leadership Team (SLT) – The team consists of the principal, a representative special education teacher, teacher representatives (4K–1, 2/3, and 4-6), and Technical Assistance Team. Other team members include the district’s curriculum facilitator and the district’s external review liaison. The team participates in collaborative decision-making strategies.

TECHNICAL ASSISTANT TEAM (TAT) - A team designed to enhance and support the school’s curriculum and instruction, thereby improving the quality of teaching and learning. The program utilizes the experience and expertise of exemplary educators who assist the principal, school staff, and district office in the areas of curriculum, instruction, professional development, and data analysis. The MES team consists of the science coach, a math instructional coach, and a curriculum specialist.